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It may be questioned whether the information, the line of progression, or the methods of presenting the theory are those which would appeal to instructors in high schools. If the book were to be used for such schools, one might wish that more attention had been given to the conventions of the working drawing and that radically different methods had been employed in presenting the subjects of orthographic projection and perspective.

FRANK M. LEAVITT

UNIVERSITY OF CHICAGO

Materials and Methods in High School Agriculture. By WILLIAM G. HUMMEL. New York: Macmillan, 1913. Pp. xv+385. \$1.25.

Mr. Hummel has collected and prepared material relating to the work of high-school agriculture and arranged it in a book of 375 pages. In this text he treats the following topics: A Historical Sketch of the Development of Secondary Agriculture; Reasons for Introducing Courses in Agriculture into the Public Schools; The Character of the Curriculum; Teaching Methods and Textbooks; General Equipment; A General Discussion of the Character of the First Year's Work; Live-Stock Development; Dairy Husbandry; Poultry; Horticulture; The Fourth Year of the High-School Course consisting of Farm Mechanics and Farm Management; The School Farm; The Training of the Teacher and the Characteristics of the Successful Teacher of Agriculture. In these chapters Mr. Hummel describes concisely and at the same time very clearly the general characteristics of the methods and material to be used in teaching agriculture in secondary schools. He approves of such work in the public high school, and also shows that a limited number of special secondary schools in a state may be advisable.

In connection with the curriculum he presents a very excellent collection of the courses presented in secondary schools in different parts of our country, thus giving a very broad view of the general character of the work being done.

The statements he makes in regard to methods are well chosen, but it is probable that he overemphasizes the lack of proper textbooks. Within the past two years a considerable number of very excellent texts have been placed on the market, and while it is true that these are not, perhaps, of the highest possible standard, yet they are serving the purpose very well indeed.

It might have been well, in the chapter on Equipment, if a minimum list of general apparatus had been presented.

The bibliography of reference books and helps is very excellent.

The general treatment of the subject of live stock, poultry, and dairying is very good. The only criticism to be made is that a wrong idea in regard to the quantity of work in the subject of dairying may be conveyed by the book. The course outlined could be used in a special secondary school, but is probably too elaborate for the ordinary public high school.

His description of the fourth-year work in the agricultural course is one of the strongest features of the book.

This work constitutes a very valuable contribution on the subject of secondary agriculture. It is well adapted as a textbook for students preparing themselves to teach agriculture. In fact it is the only book yet prepared dealing directly with the teaching and laboratory problems in connection with this subject. Mr. Hummel is to be congratulated on the completeness of the work, as well as upon the general character of the subject-matter.

W. H. FRENCH

MICHIGAN AGRICULTURAL COLLEGE

Elements of Economics. With Special Reference to American Conditions, for the Use of High Schools. By HENRY REED BURCH and SCOTT NEARING. New York: Macmillan, 1913. \$1.00.

The reviewer knows of no textbook in economics better adapted for the use of high schools than the above. In teaching a subject one of the first objects both in time and in importance is the creation of interest on the part of the student. Especially is this true of such a subject as economics which is of vast human interest and importance and yet is not so definite and conclusive in its results as the physical sciences. Burch and Nearing's text is notable because of the prominence given to a description of American economic conditions of the present day. Interesting chapters are given to wages and the standard of living, land reclamation, soil fertility, forest resources, water resources, and business organization.

Roughly put, the first half of the text is given to descriptive economics, the latter half to economic theory. Economics is defined as the science of human welfare rather than the science of wealth, and this conception of its scope and purpose is really maintained throughout the book and not merely stated in a formal definition.

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ENGLISH GRAMMAR AND COMPOSITION

High School English: Book Two. By A. R. BRUBAKER and DOROTHY E. SNYDER. New York: Charles E. Merrill Co. Pp. 374. \$1.00.

This text is constructed on the traditional order, proceeding from words, sentences, and paragraphs to narration, description, exposition, and argumentation. Interesting chapters on criticism, literary forms, figures of speech, prosody, conversations about books, follow. Four useful appendices are added, on grammar, capitalization and punctuation, letter-writing, and sentences for correction. The text is suitable for third and fourth years of the high school.